

Physical Education¹: Grades 6-8

Standard Number² 1.0: Skilled Movement

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Expectations³: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will

- demonstrate locomotor, non-locomotor and manipulative skills
- participate with skill in a variety of modified sports and game activities
- apply skills and strategies in individual, dual and team sports
- demonstrate intermediate skills of adventure/outdoor education activities
- develop and refine educational gymnastic sequences (e.g. stunts, tumbling, balance)
- create and perform dance (e.g. aerobic, line, folk, social, artistic, square)
- develop and perform rhythmic activities and movement sequences (e.g. aerobic movement, jump rope, jump bands)

Performance Indicators⁴:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1 skip, hop, jump, walk, run, gallop, slide, chase, flee, dodge, turn, twist, roll, balance, transfer weight, stretch, curl, throw, catch, kick, punt, dribble, volley, and strike with proper form
- 1.1.2 dribble a ball with proper form and control while moving
- 1.1.3 refine map reading skills in basic orienteering
- 1.1.4 demonstrate basic tumbling and balance skills
- 1.1.5 participate in teacher directed rhythmic and dance activities

¹ Physical Education is a sequential and developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead an active and healthy lifestyle.

² Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

³ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁴ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations
- 1.2.2 dribble a ball while preventing an opponent from stealing the ball
- 1.2.3 use a map and/or compass in orienteering activities
- 1.2.4 perform a sequence combining basic tumbling and balance moves
- 1.2.5 create and perform a variety of dance and rhythmic movement sequences

Level 3 - Students are proficient at this level.

At Level 3 the student will:

- 1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities
- 1.3.2 participate in a game of basketball displaying proper skills and offensive/defensive strategies
- 1.3.3 design and follow an orienteering course
- 1.3.4 create and perform a floor routine using advanced tumbling, balance and rhythmic skills
- 1.3.5 design and proficiently perform a dance and/or rhythmic routine

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁵ 2.0: Movement Principles and Concepts

A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Expectations⁶: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- identify principles of practice and conditioning that enhance movement performance
- participate in goal-setting for improvement in individual and team activities
- understand and apply offensive, defensive, and transition strategies in various activities

⁵ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁶ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

- follow rules and procedures designed for safe participation
- demonstrate the correct use of physical education equipment
- understand and apply balance and weight transfer concepts
- seek and apply information from a variety of sources to guide and improve performance

Performance Indicators⁷:

Level 1 - Skills are introduced at this level

At Level 1, the student will:

- 2.1.1 demonstrate proper warm-up and cool-down techniques
- 2.1.2 understand importance of goal setting
- 2.1.3 understand some game tactics involved in playing tennis
- 2.1.4 identify ready position
- 2.1.5 follow teacher-directed cues to improve the volleyball serve, pass and spike

Level 2 - Skills are developing; mastery and assessment at this level.

At Level 2, the student will:

- 2.2.1 identify reasons for using proper warm-up and cool-down techniques
- 2.2.2 set goals, plan and implement the steps to achievement
- 2.2.3 practice offensive, defensive and transition strategies while playing tennis
- 2.2.4 understand how ready position relates to balance and weight transfer in various activities
- 2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport
- 2.3.2 reflect and expand on set goals
- 2.3.3 utilize various strategies to achieve success in a tennis contest
- 2.3.4 successfully transition from the ready position into the execution of a skill

⁷ Performance Indicators demonstrate progress toward the standard at each level.

2.3.5 observe and describe the characteristics that enable success in the serve, pass and spike of a volleyball team

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁸ 3.0: Physical Activity

A physically educated person participates regularly in physical activity.

Learning Expectations⁹: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- understand the importance of daily physical activity
- understand the daily requirements for physical activity
- participate regularly in a variety of physical activities in both school and non-school settings
- participate in lifelong physical activities (e.g. outdoor, leisure, fitness)
- participate in individual, group, and/or family oriented physical activities
- identify and utilize available community resources that promote an active lifestyle (e.g. community centers, YMCA, local gyms, parks)

Performance Indicators¹⁰:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 3.1.1 list the benefits of daily physical activity
- 3.1.2 list the requirements for daily physical activity
- 3.1.3 participate in a physical education class
- 3.1.4 play soccer in physical education class
- 3.1.5 list community resources that promote an active lifestyle

Level 2 - Skills are developing; mastery and assessment at this level.

At Level 2, the student will:

- 3.2.1 define the importance of daily physical activity
- 3.2.2 fulfill the minimum requirements for daily physical activity

⁸ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁹ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁰ Performance Indicators demonstrate progress toward the standard at each level.

3.2.3 participate in physical activity in and out of physical education class

3.2.4 play soccer in and out of physical education class

3.2.5 compare the programs of two or more community resources that promote active lifestyles

Level 3 - Students are proficient at this level.

At Level 3, the student will:

3.3.1 develop a personal plan for daily physical activity

3.3.2 exceeds the minimum requirements for daily physical activity

3.3.3 participate in physical activity regularly (five or more times per week) in and outside of physical education class

3.3.4 join a recreational or competitive soccer team

3.3.5 regularly use a community resource as a part of an active lifestyle

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹¹ 4.0: Physical Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Learning Expectations¹²: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- explore and participate in a variety of health-related fitness activities
- understand and apply basic principles of training (frequency, intensity, time and type) to develop personal goals and improve physical fitness
- participate in a personal fitness plan to enhance physical fitness (e.g. fitness logs, online journals)
- understand the relationship and long-term benefits of physical fitness to body systems
- demonstrate proper warm-up, conditioning and cooling down techniques
- participate in moderate to vigorous activity for a sustained period of time while maintaining a target heart rate
- demonstrate activities to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory endurance and body composition
- evaluate and measure personal fitness levels (e.g. PRE, fitness testing, heart-rate monitoring)

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¹² Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

Performance Indicators¹³:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 4.1.1 participate in moderate to vigorous physical activity in the physical education setting
- 4.1.2 define the F.I.T.T. principle
- 4.1.3 complete a teacher-guided fitness log
- 4.1.4 discuss the value of appropriate warm-up, conditioning and cool-down in physical activity
- 4.1.5 find pulse and calculate target heart rate
- 4.1.6 understand the components of physical fitness
- 4.1.7 complete a formal physical fitness test

Level 2 - Skills are developing; mastery and assessment at this level.

At Level 2, the student will:

- 4.2.1 participate in moderate to vigorous physical activity in a variety of settings
- 4.2.2 incorporate the F.I.T.T. principle into physical activity
- 4.2.3 maintain a personal fitness log
- 4.2.4 engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity
- 4.2.5 work in target heart rate zone for a sustained period of time
- 4.2.6 incorporate the components of fitness into a personal fitness plan
- 4.2.7 satisfy the minimum requirements for each component of a formal fitness test

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)
- 4.3.2 use the F.I.T.T. principle to improve personal fitness level

¹³ Performance Indicators demonstrate progress toward the standard at each level.

- 4.3.3 design an appropriate daily fitness plan to meet personal fitness goals
- 4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities
- 4.3.5 work in target heart rate zone for a minimum of 20 minutes, three times per week
- 4.3.6 set personal goals for each fitness component to improve overall fitness
- 4.3.7 interpret the results of information generated by formal measures of physical fitness

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁴ 5.0: Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Expectations¹⁵: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- understand that participating in games and sports can enhance social interaction
- perform a variety of activities that promote social interaction and self-expression
- work cooperatively within a group to achieve group goals in competitive and cooperative settings
- cooperate with peers of a diverse population during physical activity
- demonstrate the importance of team work, sportsmanship and fair play
- follow rules and procedures designed for safe participation
- make appropriate decisions to resolve conflicts arising from the influence of peers

Performance Indicators¹⁶:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 5.1.1 identify the social benefits of participation
- 5.1.2 cooperate respectfully with peers of a diverse population
- 5.1.3 make responsible decisions when applying rules, procedures, and etiquette
- 5.1.4 recognize potential conflicts and means of prevention

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¹⁵ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁶ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 - Skills are developing; mastery and assessment at this level.

At Level 2, the student will:

- 5.2.1 engage in physical activity to achieve social interaction
- 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others
- 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 5.3.1 seek out peers in physical activity to achieve social interaction
- 5.3.2 willingly include others of a diverse population inside and outside the school environment
- 5.3.3 model good sportsmanship principles inside and outside of the school environment
- 5.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁷ 6.0: Affective Concepts

A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Expectations¹⁸: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- recognize the lifelong health benefits of participation in physical activity
- understand the benefits of participating in a variety of activities that provide opportunities for enjoyment, satisfaction and self-expression
- enjoy learning new and challenging physical activities
- recognize physical activity as a positive opportunity for social and group interaction
- understand how attitudes and values are developed through games and sports
- evaluate and demonstrate ways individuals maintain a degree of fitness throughout life

¹⁷ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁸ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

- recognize that physical activity provides opportunities for problem solving, decision making, and risk-taking
- value knowledge, skills and safety practices related to lifelong physical activities (e.g. water activities, outdoor adventure, cycling)

Performance Indicators¹⁹:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 6.1.1 identify the benefits of participating in individual and/or group physical activity
- 6.1.2 describe ways to use the body and movement to communicate ideas and feelings
- 6.1.3 understand the importance of a positive attitude while participating in physical activity
- 6.1.4 identify activities that enhance lifelong fitness
- 6.1.5 identify strategies used to solve problems in a team building game
- 6.1.6 recognize that cycling rules exist for personal safety

Level 2 - Skills are developing; mastery and assessment at this level.

At Level 2, the student will:

- 6.2.1 appreciate the benefits of participating in individual and/or group physical activity
- 6.2.2 model ways to use the body and movement to communicate ideas and feelings
- 6.2.3 exhibit personal values gained from participation in physical activity
- 6.2.4 select physical activities that meet individual fitness needs throughout life
- 6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking
- 6.2.6 voluntarily follow the rules for cycling

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 6.3.1 analyze selected physical activities for social, emotional and health benefits
- 6.3.2 appreciates the aesthetic and creative aspects of skilled performance in others and self

¹⁹ Performance Indicators demonstrate progress toward the standard at each level.

- 6.3.3 express enjoyment and positive social behavior that serves as a model for others
- 6.3.4 analyze various activities to make conscious decisions regarding participation for lifelong fitness
- 6.3.5 reflect and discuss various strategies used in problem solving, decision making, and risk-taking
- 6.3.6 volunteer at a bicycle rodeo

Modification and extensions need to be made to meet the individual abilities of all students.

Resources:

Several web sites are listed in this document. These sites are listed as service only to identify potentially useful ideas for teaching and learning. Tennessee Department of Education is not responsible for maintaining these external web sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user. Please note web site addresses were confirmed as accurate at the time of publication but are subject to change.

Action for Healthy Kids (www.actionforhealthykids.org)
 American Association of Health, Physical Education, Recreation, and Dance (www.aahperd.org)
 American College of Sports Medicine (www.acsm.org)
 American Heart Association (www.americanheart.org)
 Center For Disease Control (www.cdc.gov)
 CNN News Health Section (www.cnn.com/HEALTH/index.html)
 Cooper Institute for Aerobic Research (www.cooperaerobics.com)
 Cooper Wellness (www.cooperwellness.com)
 Delavier, Frederic. Strength Training Anatomy. Human Kinetics, 2001.
 Discovery Health (www.discovery.health.com)
 Fitness Central (www.fitnesscentral.com)
 Fitness Link—The Health & Fitness Source (www.fitness.com)
 Gallagher-Mundy, Chrissie. Exercise Ball for Beginners. Harper Collins Publishers, 2004.
 Get Active, Stay Active (www.getactivestayactive.com)
 Health Teacher (www.healthteacher.com)
 Healthy Kids (www.healthykids.com)
 How Stuff Works—Your Body (www.howstuffworks.com/category.htm?cat=Body)
 National Association for Sport and Physical Education (www.aahperd.org/naspe-main.html)
 National Institute of Health (www.nih.gov)
 National Wellness Institute (www.wellnessnwi.org)
 PE Central (www.pecentral.com)
 PE Links 4 You (www.pelinks4u.org)
 Sport Specific (www.sportsspecific.com)
 Surgeon General's Report (www.cdc.gov/nccdphp/sgr/ataglan.html)
 Tennessee Association for Health, Physical Education, Recreation and Dance (www.tahperd.us)
 The Physician & Sports Medicine (www.physsportsmed.com)
 The Teacher's Corner (www.theteacherscorner.net)